

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jeffrey Dudley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Our Lady Of Grace School

(As it should appear in the official records)

School Mailing Address 18310 Middletown Road

(If address is P.O. Box, also include street address.)

City Parkton State MD Zip Code+4 (9 digits total) 21120-9494

County Baltimore State School Code Number* _____

Telephone 410-329-6956 Fax 410-357-5793

Web site/URL http://www.olgs.org E-mail jdudley@ourladygrace.org

Twitter Handle _____ Facebook Page _____
@OLGSParkton https://www.facebook.com/olgsparkton Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Barbara Edmondson

(Specify: Ms., Miss, Mrs., Dr., Mr.,

Other)

E-mail: bedmondson@archbalt.org

District Name Archdiocese of Baltimore Department of Catholic Schools Tel. _____
410-547-5515

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Mary Ann Andrulewicz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 Middle/Junior high schools
 High schools
 K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural
3. Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	14	22
K	7	7	14
1	10	6	16
2	7	8	15
3	11	15	26
4	5	14	19
5	8	9	17
6	2	13	15
7	12	8	20
8	7	3	10
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	77	97	174

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1	174
(5) Total transferred students in row (3) divided by total students in row (4)	0.006
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1%
1 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Korean, Ukrainian
8. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 5 %
9 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	95%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Our Lady of Grace School (OLGS) is a vibrant community of faith, family, and education located in the rolling countryside of northern Baltimore County, Maryland. OLGS offers a state-of-the-art facility along with a nurturing atmosphere that provides students, who live primarily in northern Baltimore County and southern Pennsylvania, with a dynamic learning environment.

The thirteen-year history of OLGS is full of remarkable milestones. The vision of building a parish school was transformed into reality when OLGS, the newest school in the Archdiocese of Baltimore in 35 years, opened its doors in 2000. Only three years later, OLGS received accreditation for grades kindergarten through five by the Middle States Association. The Middle States Visiting Team commended the leadership, pastor, principal, and staff for birthing a new Catholic elementary school and thereby carrying the message of Jesus to a new generation. The next phase, Middle School construction, was met with the same vision and energy. By 2007, OLGS was awarded full accreditation for grades six through eight and celebrated the accomplishments of its first graduating class. In the fall of 2009, OLGS opened a three and four-year-old preschool program with both classes filled to capacity. In 2010, OLGS was awarded accreditation by AdvanceED.

The OLGS community believes and shares the vision that the Sunday liturgical experience is the source of its faith life. As a five-day extension of Sunday worship, OLGS offers a religious environment that permeates school activities through daily prayer, classroom instruction, school Masses, special prayer services, ongoing spiritual formation, and commitment to gospel values, with an emphasis on serving those in need and developing an informed conscience and life in the community. The heart of the school's mission is in partnering with parents to provide a Catholic community that educates the whole child and enables the students to become lifelong learners and living examples of faith.

In addition to the engaging academic subjects and enriching resource classes, OLGS is unique in that it provides on-campus support services of a speech and language pathologist and a reading specialist. At the Karl Heldrich Reading Center, every student receives intervention assessments and any necessary assistance. OLGS also values their unique traditions that promote community and school spirit such as All Hallows, Buddy Bingo, Generation Day, and Race for Education.

OLGS students excel, lead, and serve, both inside and outside of their classrooms. They have been awarded academic scholarships from the Knott Foundation and from their respective high schools. Further, they have been accepted into accelerated scholars programs at the high school level and have been successful in the Johns Hopkins Center for Talented Youth Search, local and state Optimist Club Oratorical competitions, MATHCOUNTS, Archdiocesan Spelling Bees, and instrumental band competitions. While they have excelled in the area of academics, they are afforded many leadership opportunities through the Student Council and Prayer Partner program, where the older students serve as faith models to younger students. In addition, the students are committed to serve on all levels through various community outreach programs. They donate food weekly to the Hereford Food Bank, maintain a three-mile stretch on the Northern Central Railroad Trail, and purchase hats, gloves, books, and school supplies for the children of St. Cecilia Catholic Church, that is located in Baltimore City. As global citizens, the students have participated in programs such as Operation Christmas Child, Operation Rice Bowl, and Heifer International.

OLGS' greatest strength lies in the partnership between the experienced teachers, dedicated staff, tremendously supportive Parents' Association, and successful students. Together, whether learning in the classroom, participating in extracurricular activities or enjoying family social events, the community builds and enriches OLGS to carry out its mission of faith, family, and education for a lifetime.

If OLGS becomes a new Blue Ribbon School in 2014, there will be great excitement within the school family and local community. The community will celebrate OLGS' national recognition by flying the Blue Ribbon School flag proudly and updating marketing materials and website to broadcast the news. While the students, alumni, parents, and faculty have always known about the quality education that is the OLGS trademark, the knowledge that Our Lady of Grace School in Parkton, Maryland is now a Blue Ribbon School will be widespread. It will be able to stand among the very best schools in the nation.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our Lady of Grace School conducts standardized tests each year and uses the results to continually improve the curriculum and the overall educational experience of each child. The Department of Catholic Schools of the Archdiocese of Baltimore mandates which test will be used. The Stanford Achievement Test, Tenth Edition Form A (SAT 10) was administered to all third through eighth grade students. The SAT 10 is a norm-referenced test that compares achievement scores of individual students, grades, and classes to standardized scores both locally and nationally. The SAT 10 is given in the spring of each year.

Our Lady of Grace School consistently scores better than average in reading and mathematics for both the Archdiocese of Baltimore and the nation. All of Our Lady of Grace students are expected to achieve higher than the national average, with minimum scaled scores of 630 or above in mathematics and 650 or above in reading. Our Lady of Grace School's current eighth grade has an average mean scaled score of 679 in reading and an average mean scaled score of 682 in mathematics for the previous five years of standardized testing. Additionally, they have scored in the top 15th percentile or better in the nation for mathematics in each of the previous five years. These mathematics scores are exceptionally high and demonstrate that the dedicated staff and students are reaping the rewards of their persistent efforts. As all students progress, so does the school's expectation for student achievement.

B. Our Lady of Grace School's performance trends found in the Stanford Achievement Test data tables are indicative of a school with high academic expectations and achievement over the course of the last five years. The analyzed mean scaled scores of the class of 2014, currently in grade eight, show an increase of 48 points in Reading from grade three through grade seven. The overall increase of 48 points from grade three to grade seven for the class of 2014 in reading coincides with the establishment of the on-site reading center and the employment of a reading specialist. The same analysis for the mathematics scores of the class of 2014 show an increase of 93 points from grade three through grade seven. The growth in mathematics scores directly correlates to the phasing in of the advanced mathematics program. This program allows students, who possess a deeper understanding of grade level appropriate skills, to participate in a class that moves at a faster pace and provides additional enrichment opportunities. These students explore the underlying processes for a variety of mathematical skill sets. The tradition of academic excellence is further evidenced by consistently strong scores in reading and mathematics at all grade levels.

An analysis of the five-year test data reveals relatively consistent scores in both reading and mathematics at all grade levels tested. The highest scores regularly occur at the eighth grade level. Again, this is a direct reflection of the work of the faculty in developing and refining the students' skill sets in both reading and mathematics. The consistency in standardized test scores is a result of Our Lady of Grace School's three-pronged approach to reading and mathematics. In addition to the direct classroom instruction in both of these content areas, the reading specialist works with students requiring remediation as well as those students requiring additional enrichment. The mathematics teachers in all grades are currently utilizing the program, Monitoring Basic Skills, which allows students to work on timed drills targeting specific skill sets in mathematics.

The process of analyzing data at Our Lady of Grace School involves vertical and horizontal disaggregation. This allows the school to continue to strengthen curriculum, particularly in reading and mathematics. Our Lady of Grace students have consistently met the achievement standards that the school expected. When viewed vertically, the trend of highly achieved scores on the Stanford Achievement Test remains constant throughout the various grade levels.

Although vertical and horizontal disaggregation do not reveal any significant fluctuations in scores, the school does look for areas of relative weakness in order to determine the particular skill sets in which to focus enrichment work with the students.

Our Lady of Grace School's scores on the Stanford Achievement Test over the past five years are a testament to the dedication and commitment of each student to his or her own academic success. Additionally, it clearly speaks to the effectiveness of the faculty and their focus on standardized test data analysis and continuous improvement of instruction. Our Lady of Grace School works hard to uphold the standard of academic excellence and is proud of its community's constant achievement on the Stanford Achievement Test.

2. Using Assessment Results:

To better meet all students' needs and offer smaller and flexible grouping, an additional instructor was hired in 2008 to work with advanced mathematics students in grades five through eight who work above grade level, exhibit strong work and study habits, and enjoy more challenging topics. In 2012, Our Lady of Grace School hired another instructor for advanced mathematics students in grades two through four. This instructor teaches many problem-solving strategies and extends the regular mathematics curriculum, with each class setting the pace as they master different topics. This decision, coupled with the choice that all eighth graders will progress through Algebra I and part of Algebra II, has proven to be instrumental in improving OLGS' mathematics scores.

Our Lady of Grace School evaluates students' reading abilities in the primary grades three times per year and in the remaining grade levels twice a year. The reading specialist works with students in the on-site facility, the Karl Heldrich Reading Center, where reading support is offered to OLGS students during school hours and to the broader community after school. In this environment, the reading specialist is able to evaluate and analyze readers' decoding skills and comprehension levels. Any student who is not reading at grade level receives immediate instruction individually and/or in small groups to address the student's needs. This approach supports the "No Child Left Behind" program in the most basic way, while helping all OLGS students reach their maximum potential. Using individual assessment results, in conjunction with the standardized test scores, the reading specialist is able to offer small group support, up to five days a week, to students before they fall below grade level. The success of the Karl Heldrich Reading Center is evident when studying the post assessments done at the end of each school year and the standardized test results.

In analyzing the strong scores from the subgroup tests "Thinking Skills" on the SAT 10, teachers have looked for reasons why OLGS students consistently excel in these areas. The creative and technologically innovative methods have enhanced and expanded strong thought processes and logic skills. In science, as students learn the scientific method, they are trained to ask questions, form a hypothesis, test it, analyze data, draw conclusions, and then communicate and share observations. Divergent thinking skills are encouraged in every classroom, where students often work in cooperative group activities and are rewarded by thinking "outside the box" as they support their ideas.

3. Sharing Lessons Learned:

As collaborative teachers, Our Lady of Grace School faculty are excited to share their ideas and are equally enthusiastic about the prospect of receiving feedback from their colleagues. As leaders of instructional methods and design, the faculty is often called upon to share their creativity, knowledge, and strategies.

Currently, the science faculty is collaborating with faculty from Notre Dame of Maryland University to ensure the Middle School STEM curriculum is transdisciplinary in nature. Recently, OLGS was asked to share videotaped STEM lessons with other STEM schools within the Archdiocese of Baltimore.

Our Lady of Grace School's reading specialist has partnered with another Archdiocese of Baltimore school's reading specialist. This school has started a reading program for the first time two months ago. The reading program is well established and is held in high regard among other private and public schools and districts. The reading specialist has been asked to assist this school and their new reading specialist in designing and implementing an effective reading program.

Within the Archdiocese of Baltimore, there are frequent meetings and gatherings for school administrators. There are many topics discussed and feedback from principals is often sought with regard to continuous school improvement. These meetings are always great opportunities to both share and hear about strategies that have been effective for improving areas of relative weakness.

Additionally, the schools within the Archdiocese of Baltimore are assigned to a working collaborative group. These collaborative groups are specific to geographic areas and offer additional opportunities for sharing of successful strategies for improving test scores, increasing community involvement, and overall student achievement in the classroom on a daily basis.

Our Lady of Grace School's faculty members are outstanding in their willingness and their expertise in sharing lessons learned. As educational leaders in instructional methods, technology, and professional development, they effectively serve the student population as well as colleagues in the educational community.

4. Engaging Families and Community:

The students' achievements are rooted in great communication. Parents, teachers, administrators, and staff stay in close communication through phone conversations, notes, emails, newsletters, weekly communication and test folders, and conferences. Every teacher holds a December conference with each family to share student progress, although additional conferences can be scheduled at any time. For example, parents, after receiving their child's individual standardized test scores, often choose to schedule a conference to better understand the results and look for ways to improve their child's performance.

Formal progress reports are issued for all students three times a year. For students in kindergarten through second grades, interim reports are sent home halfway through each trimester so that general progress, along with unique successes and concerns, can be shared before the end of each trimester.

Our Lady of Grace School also communicates the pulse of the school and student progress through technology. Wiki is a web-based tool that allows parents to view the school calendar and individual teacher websites. Also, parents with students in the third through eighth grades learn how to use PowerSchool, another web-based tool that allows parents to access their child's graded work in all subjects and resource classes. This is powerful software that allows total transparency to track student progress anytime throughout the school year.

The parish community shares and celebrates the value of the educational program. Each week, the church bulletin includes articles about the school and its students. The marketing committee, using Facebook and Twitter, often highlights student accomplishments and school events, such as Open House and fundraisers. Local neighbors offer their support too, as evidenced by the banners and yard signs that pop up around the community when registration time comes along.

The Department of Catholic Schools of the Archdiocese of Baltimore has directed all of its schools to publish standardized test scores on the Archdiocese's website, as well as on individual school websites. Using information gleaned through the analysis of SAT 10 results, the strategic plan, curriculum and staff development plans were designed.

For the extended community, the points of pride are accessible on the school website for prospective students. OLGS encourages shadow days any time throughout the school year. OLGS also partners with local businesses who share in students' achievements, such as Century Accounting & Financial Services who hosts a student competition and presents the results at an annual year-end awards assembly.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our Lady of Grace School's instructional program extends from the Archdiocese of Baltimore's course of study. The challenging curriculum emphasizes religion, language arts, mathematics, science, social studies, Spanish, technology, library media, art, music, and physical education and accommodates the learning styles of every student. Analyzing standardized test results and curriculum maps ensures the success of all students.

OLGS' religion curriculum supports the heart of its mission -- cultivating the spiritual, emotional, intellectual, creative, and physical development of each child. Catholic identity and traditions permeate school activities, through daily classroom instruction, liturgical music and prayer, ongoing spiritual formation and outreach projects, to develop the whole child with a well-formed conscience and sense of service to others.

The integrated language arts curriculum encompasses areas of reading, vocabulary development, grammar, writing and public speaking. Emphasis is placed on teaching students decoding, fluency, comprehension, and critical thinking skills. The reading specialist provides additional support to students in need.

Students progress through the mathematics curriculum first by using manipulative materials and then gradually moving to abstract concepts. The early grades concentrate on number sense and basic computation. The intermediate grades build upon computational skills while developing problem-solving methods, data analysis, and algebraic reasoning.

OLGS is one of only seven Archdiocese of Baltimore STEM-designated schools. The science curriculum focuses on active, hands-on learning where students explore the world around them using scientific inquiry at every level. The scientific method is embedded throughout the curriculum and across grade levels. For example, middle school students participate in chicken egg incubation and mentor younger students regarding embryonic development.

Recognizing that students live in a global society, OLGS' social studies curriculum allows students to learn about the world around them through cooperative learning projects, research, primary document readings, and group discussions. The scope and sequence begins in the primary grades with life in their community. The intermediate grades study local history, world communities, and geography. The middle school curriculum focuses on ancient civilizations, the history of the United States from the American Civil War to the present, and government. The staff further enhances the program and makes history come alive by taking students on exciting educational field trips to places such as, JA BizTown and living-history experiences found in St. Mary's City, Washington, D.C., and Philadelphia.

Spanish instruction, which begins in kindergarten and continues through eighth grade for all students, provides students an opportunity to read and comprehend text material in Spanish. As students learn about Spanish culture, they also begin to communicate orally and demonstrate basic written skills in the language. Instruction occurs once a week for the youngest students and increases to three times a week for the oldest students. OLGS is in compliance with the program's foreign language requirements.

The technology curriculum plays a vital role at OLGS. Students become proficient with technological tools that prepare them for life skills such as collaborating, communicating, and interacting with others as global citizens. OLGS is blessed with an environment that provides each classroom with an interactive SMART Board or IWB's. Throughout all grade levels, students use technological problem-solving and decision-making tools to augment critical thinking skills in cross-curricular activities. Several iPads are assigned to each classroom from kindergarten through grade four. Beginning in fifth grade, every student receives a personal laptop that is available for note-taking, research and cooperative learning activities.

OLGS' arts education program teaches students to understand and apply media, processes, and techniques used in the visual arts, a varied repertoire of sight, sound, rhythm, song, and movement. Instrumental band lessons are offered to all students in grades four through eight. Instrumental and vocal talents are celebrated with special Christmas and Spring Concerts.

The core curriculum, combined with extra-curricular activities such as Student Council, Yearbook Club, and Theater, prepares every student to be a productive, caring, respectful member of the global world.

2. Reading/English:

a. In the primary grades, the reading focus is on developing skills through Saxon Phonics, which is a structured, systematic approach to letter sounds and decoding skills. This comprehensive program also enhances fluency instruction, provides reading practice, reinforces comprehension strategies, and teaches students how to apply spelling rules to their reading and writing.

The intermediate grades' reading program emphasizes comprehension, grammar, and vocabulary development. The Houghton-Mifflin basal reading series is supplemented by Junior Great Books (grades three and four), the 100 Book Challenge, and Literature Circles (grade five). Thematic units develop and apply a variety of writing forms and strategies. Students refine their writing processes and expand written ideas by using more complicated sentence structures and enhanced vocabulary.

The middle school integrated language arts program builds with a continued focus on comprehension, grammar, vocabulary development, writing, and literary analysis as well as public speaking through the use of Prentice Hall's Writing and Grammar and Voices in Literature. Additionally, trade books are utilized to provide exposure to a variety of genre and in-depth study of literary elements. Students are taught not only to comprehend the written word, but to think critically while they analyze the author's writing style. Students participate and excel in oratorical and essay competitions.

Across all grade levels and subjects, students encounter reading opportunities daily through small flexible groups, whole group instruction, oral reading, and independent reading. Older students partner with younger children for weekly story time. All classrooms have their own libraries, and students also go to the Library Media Center weekly to select books of their choice. Over the summer, all students are expected to complete summer reading assignments and projects. Local authors are invited to share their experiences with the students. These elements combine to cultivate a lifelong love of reading in each of the students.

3. Mathematics:

Our Lady of Grace School's mathematics curriculum has been designed to improve each student's ability to learn, refine, and apply skills and to more effectively think, reason, and solve problems, both inside and outside the classroom as well as in a testing environment.

Using student performance data, the mathematics curriculum realigns mathematical concepts with the appropriate grade level where they should be mastered. The concepts may be taught again with additional emphasis in the next grade level to master both information recall and application. This approach is designed to reinforce and apply basic concepts and procedures while learning new skills. The application of these skills in real life problem solving will foster the development of higher level thinking and a deeper understanding of mathematics.

OLGS offers two tracks within the mathematics department. Based on mathematics standardized test scores, trimester grades and a placement test, students are eligible to be placed in an advanced mathematics class in September of each year. This placement allows the pace and amount of enrichment within the classroom to be accelerated as to better meet the needs of this sub-group of the student population. Currently, advanced mathematics is offered in grades two through eight.

Additionally, students requiring remediation or further enrichment in order to refine and strengthen mathematics skill sets are able to utilize a mathematics tutor who maintains a presence in the building one day per week. This mathematics tutor is also available to assist classroom teachers as they work to improve areas of relative weakness within a particular grade level or class as indicated by standardized test mathematics cluster scores.

Our Lady of Grace School also utilizes Monitoring Basic Skills for grades three through eight. This additional work with timed weekly drills of basic mathematics computation, concept, and application skills provides individualized student data as well as practice and further enrichment in areas of relative weakness as indicated by standardized test results.

4. Additional Curriculum Area:

Science instruction in the primary grades introduces students to themes relating to seasons, weather and the WeatherBug, plants, habitats, animal adaptations, care for the earth, matter, space, nutrition, dental health, and fire prevention. This thematic approach links classroom-taught instruction to connections and experiences in the child's world.

Intermediate grades continue to be active learners by exploring the world around them. Third grade students are introduced to various ecosystems, rocks and minerals, properties of matter, and energy and motion. Fourth grade students explore the Chesapeake Bay ecosystem, the solar system, and electricity and magnetism. Fifth grade students explore weather, climate, natural disasters, moon phases, constellations, and energy and light. Also, a major component of the fifth grade program is the study of the human body and family life education.

Resources used to facilitate instruction include textbooks, teacher-created resources, related literature, videos, and technology sources. Some techniques of instruction are teacher-directed lessons, cooperative learning groups, research projects, oral reports, and a variety of hands-on activities.

Middle school science is taught in a fully-equipped laboratory where students participate in experiments directly related to earth, life, physical science, chemistry, and physics. The state-of-the-art science lab allows for crab, frog, and earthworm dissection which enhances the study of biology and the environment. Here middle school students also gain valuable experience in leadership and responsibility. The sixth grade class participates in a one-week trip to North Bay. This is a unique outdoor environmental education experience. The seventh and eighth grades participate in an annual STEM Fair which promotes the study of the scientific method and data analysis.

The multi-faceted science curriculum supports Our Lady of Grace School's mission to develop the whole child by fostering an appreciation for all creation and a love of learning, one that begins with basic observation and comprehension and moves to higher level thinking.

5. Instructional Methods:

Our Lady of Grace School prides itself on the ability to educate children with various learning styles and different skill levels. Teachers closely monitor all student progress and differentiate instruction according to individual learning needs. Daily lessons incorporate concrete, experiential, and abstract concepts and provide for optimal learning. Utilizing the gradual release instruction method, teachers provide opportunities for guided practice, modeling, group work, and independent learning.

OLGS also meets individual needs by providing remediation and enrichment in reading and mathematics. Classroom teachers collaborate with the reading specialist and mathematics tutor to evaluate and ensure the best program for every student. Any student reading below grade level receives individual and/or small group instruction in the fully-equipped reading center, while students reading above grade level receive additional enrichment opportunities with the reading specialist. Students struggling in mathematics benefit from working with the mathematics tutor. Likewise, students in grades two through eight who need a more accelerated mathematics curriculum are challenged by advanced mathematics class placement.

Instruction is delivered in ways which reach all learning styles. Multi-sensory lessons are the norm throughout the curriculum. It is common to find a social studies class involved with a cooking activity, a language arts class engaged in singing, and a music class actively writing. Learning extends beyond classroom boundaries through the use of spacious parish grounds, the natural world of a nurturing country setting, and the rich historical Baltimore metropolitan community.

The blessing of OLGS' small, inclusive environment is that all teachers plan and work together to integrate cross-curricular instruction. For example, the technology teacher reinforces concepts that extend from classroom lessons. Furthermore, teachers work cooperatively in a vertical team approach. These three teams (kindergarten through second; third through fifth; sixth through eighth) form an extremely cohesive faculty that provides seamless transitions from grade to grade, which in turn gives each student the best possible chance to succeed.

6. Professional Development:

Professional development opportunities enhance the faculty's wide range of educational training and expertise and play a vital role in the school's capacity to meet individual student needs. Professional development for teachers is in accordance with the requirements of the Archdiocese of Baltimore. Teachers attend the Archdiocesan Educational Conference, Regional In-Service Day and other Archdiocesan professional development sessions. Standardized test scores are a significant driving force behind the Archdiocese's professional development planning. After test scores are analyzed, areas of student weakness are identified, and professional development is designed accordingly.

Besides Archdiocesan-mandated training, additional professional development activities supplement agendas and topics aligned with OLGS' annual school-wide goals and continuous improvement plan. Monthly technology training sessions are provided by an outside contractor and the in-house technology teacher. Teachers receive instruction on how to navigate the school's Wiki site to join discussion boards, utilize wikis, and disseminate information to parents and students. Instruction is also provided on Microsoft Office programs such as Excel, PowerPoint, OneNote, Word, and SMART Board technology. In addition, specialized training is presented on the effective use of notebook laptops and iPads in interactive lessons. This comprehensive technology training is aligned with content standards and has a direct impact on the quality of the curriculum, particularly because it supports student learning in a differentiated environment.

Funds are allotted for teachers to attend professional development in areas of need and interest. In recent years, teachers have attended workshops and received training in brain research, classroom management, the Green School process, usage of mathematics manipulatives, and writing workshops. Teachers then share their new knowledge and resources with the rest of the faculty during faculty meetings and staff development sessions. By motivating students to become lifelong learners, the faculty and staff embrace this philosophy as they strive to grow continually in their professional lives.

7. School Leadership

Our Lady of Grace School's philosophy and structure of leadership resembles a target with a bull's-eye, where students are at the center. The prominent concentric circles surrounding the students signify all the support systems that must be in place to ensure that students do their personal best academically, socially, physically, and spiritually. The second circle represents parents, teachers and assistants who interact with the students daily in a very personal way. The third circle symbolizes support staff who work with the students throughout the week -- the special resource teachers for Spanish, technology, library media, art, music, and physical education, along with the reading specialist, speech-language pathologist, and school nurses. All the committees that help the school run smoothly can be found in the next circle -- School Board, Student Council, Parents' Association, Finance, Marketing, Technology, Enrichment, Trash to Treasure, Father's Club, and Annual Giving. The outermost circle represents the Principal who supports and interacts with all other circles in maintaining the central focus. The Pastor, the parish, and the Archdiocese of Baltimore work with the Principal as mentors, resources and supervisors and are the legs that support the target.

The Principal is the leader of the whole collaborative team, establishing relationships with all circles. He meets regularly with the Pastor, Archdiocesan representatives, School Board, and other committees to monitor finances, policies, and goal setting. He supervises professional development and unites with the faculty and staff to discuss standardized test results and curriculum implementation. His door is always open to anyone, especially parents, and he is the greatest advocate for the students, always visiting their classrooms and listening to their concerns. The greatest desire of the Principal, shared with his entire support system, is to provide the best educational program and religious experiences for every student, which is also to say that OLGS has been very successful at hitting the bull's-eye.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$7100
1	\$7100
2	\$7100
3	\$7100
4	\$7100
5	\$7100
6	\$7100
7	\$7100
8	\$7100
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$6073
(School budget divided by enrollment)
5. What is the average financial aid per student? \$424
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 7%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 11%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	626	635	632	617	632
Number of students tested	26	19	19	28	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	675	658	651	666	654
Number of students tested	18	18	26	19	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	679	665	694	685	680
Number of students tested	18	26	23	16	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	700	691	686	678	700
Number of students tested	15	24	11	18	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	725	706	702	708	714
Number of students tested	20	11	18	11	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	713	717	717	720	751
Number of students tested	10	18	11	14	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	649	656	654	646	654
Number of students tested	26	19	19	28	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	670	669	671	676	671
Number of students tested	18	18	26	19	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	686	679	675	679	685
Number of students tested	18	26	23	16	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	700	688	685	681	700
Number of students tested	15	24	11	18	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	702	698	702	698	703
Number of students tested	20	11	18	11	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Tenth Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	709	713	699	707	719
Number of students tested	10	18	11	14	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: